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| Lesson Title: | | Using Excel to begin understanding a budget. | | | | | | | | | |
| **Teacher:** | Stephen Miller | | **Hour:** | | 7th Pd. | | | | | | |
| **Week:** | May 1-10 | | **Date:** | |  | | | | | | |
| **Unit:** | Understanding/Using Office | | **Target Grade Level: 7th** | | | | | | | | |
| **Course:** | Technology | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | The student will be able to connect online shopping, creating a list in Word, and displaying a budget using Excel. |
| **Criteria for Success:** | The student can copy and paste from a website, insert a hotlink into a word document, locate price, compare pricing, and use formulas to show how much money was spent, remaining, and the average cost of each product. |
| **Progression of Learning:** | Search for products online; copy and paste text, images, prices, and links to products; insert products into spreadsheet, use spreadsheet formulas and not calculator to obtain data. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Math: MP.6.5. Use appropriate tools strategically  NS.6.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  Library/Tech: 3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  3.d. Process data and report results.  4.c. Collect and analyze data to identify solutions and/or make informed decisions. 6.b. Select and use applications effectively and productively.  6.d. Transfer current knowledge to learning of new technologies. | * Collaboration and Teamwork   XCritical Thinking, Reasoning, and Problem Solving  XInvention, Innovation, and Creativity  X Self-Direction  XInformation Literacy   * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | **1. Creativity and Innovation**  Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:  apply existing knowledge to generate new ideas, products, or processes.  create original works as a means of personal or group expression.  **3.** **Research and Information Fluency**  Students apply digital tools to gather, evaluate, and use information. Students:  b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results.  **6.** **Technology Operations and Concepts**   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:   |  |  | | --- | --- | | a. | understand and use technology systems. | | b. | select and use applications effectively and productively. | | c. | troubleshoot systems and applications. | | d. | transfer current knowledge to learning of new technologies. | |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Once students have completed the previous assignments I know that they have the background knowledge to begin on a project where the only new learning is how to use excel. |  | See rubric in documents. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students are encouraged to work at their own pace and shop for things that are of interest to them. |  | Students can read the assignment and the rubric, they can look at examples of all parts of their project, students can watch videos to connect to the assignment and students can watch a demonstration on the Promethean board of a brief example. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Excel, Word, Online shopping at various sites, Server to locate examples, Promethean Board & Jing to watch examples. |  | Rubric and written explanation, oral delivery of instructions, Ms. Vicki (our ESL TA) for translating and discussion of the project in native language |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Rubric and examples to ensure that all criteria are met. |  |  |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Use of Jing Videos to help students have a place they can refer back to for help or reinforcement.  Models of each part of each assignment. |  | To be asked by grader upon approved completion:  How could Excel be used in your future life?  Why is it important to keep a budget?  What happens in the real world when you go over?  What did you find the easiest about this assignment? Why?  What did you find the most difficult? Why? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| **Students work with Special Ed teachers in their classroom for extra help and time.** |  | Formula, cell, hotlink, insert, excel, shopping, budget, sum, average, subract |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| **Students work with Special Ed teachers in their classroom for extra help and time.** |  | Bringing in Ms. Vicki to ensure that all students can hear direct instruction in their native language. Students can preform tasks in Spanish to ensure they can use the tools and not be worried about language barriers. Ms. Vicki comes in to translate for all my grading and assessment with ELL students. |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | What happens, when you are done with school, and you spend more money than you have? What can you do to try to make sure that doesn’t happen? |  |
| **Introduction** | Show example excel spreadsheet of an individuals’ monthly expenses and how excel can keep track of debits and credits. |  |
| **Direct Teaching** | Show students example of shopping list in Word and online. Discuss cells and formulas and talk about how to each one. Ask about connections to social studies (cells are similar to map setups). Show how to do sum, average, and a running track of how much money is left. |  |
| **Guided Practice** | See above. |  |
| **Feedback** | Use the rubric and examples to discuss student work. |  |
| **Independent Practice** | Students will complete the assignment with all parts completed at an appropriate skill level. |  |
| **Closure** | Ask questions:  How could Excel be used in your future life?  Why is it important to keep a budget?  What happens in the real world when you go over?  What did you find the easiest about this assignment? Why?  What did you find the most difficult? Why? |  |